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Because there was a need for counseling services in the elementary school, seven districts joined together in a cooperative effort to provide guidance services. The staff consisted of a project director, four elementary school counselors, a school psychologist, and consultant aid from the college level to serve a population of approximately 2,000 elementary school students. Itinerant services were available to districts on a pro-rate time schedule. Weekly staffings with consultant aid provided for review of activities, re-evaluation, and the establishment of new priorities as necessary. The program attempted to maintain orientation toward every child in the program and recognized the importance of the central role of the classroom teacher. In-service contacts for teachers were facilitated through pre-school workshops, institute days, staff bulletins, and released time for professional meetings. Group counseling was another method which was used to spread the services and maximize the counselor's ability to reach more students. Groups of parents also became the object of the counselor's practices. The first major hurdle encountered was the articulation of the counselor and his contribution into the on-going stream of events where the services had not before been present. Administrators and classroom teachers felt the program was beneficial. (AUTHOR)

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Monroe School District No. 103
Monroe, Washington

FIRST YEAR EVALUATION REPORT

AN EXEMPLARY COOPERATIVE IN ELEMENTARY SCHOOL GUIDANCE FOR SMALL SCHOOL DISTRICTS

Funds Provided Through
P. L. 89-10, Title III

By

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

Amid this complex field of education there seems to be one point upon which all educators can agree. That point is: all education - elementary, secondary, and institutions of higher learning - exist to serve the student. Thus, it seems that all energies of the entire staff, both academic and administrative, are directed toward the broad goal of educating the student. From the kindergarten through the college or university the over-all purpose of the school is to develop the potentialities of the students as individuals. Toward this end Humphreys, Traxler, and North remind us that, "...the school should provide students with backgrounds of knowledge as broad and deep as they are able to assimilate, provide the commonly accepted fundamental skills they will need in adult life, and generally help the immature become mature, responsible, self-sufficient members of society."[1]

In order to achieve goals such as stated above a number of small school districts banded together in a cooperative effort to provide their school population, K-6, with specialized services, hitherto unavailable, by employing the services of four elementary guidance personnel through the aid of federal support.

Description of Geographical Area to be Served

The area served was geographically contiguous, including seven school districts and two school systems in King and Snohomish Counties in Western Washington. The area lies on the western slopes of the Cascade Mountains with

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[1] J. Anthony Humphreys, Arthur E. Traxler, Robert D. North, Guidance Services. Chicago, Illinois: Science Research Associates, Inc., 1967, page 4.

most of the territory between districts covered by forest and agricultural lands. Mountains, rivers, and streams isolate the districts to some degree and also provide some problem in inter-district travel and communication.

What industry there is in Snohomish and King Counties lies to the west of the Monroe area where the ground gives way to the waters of Puget Sound. To the north is less populous Skagit County and to the south is the metropolitan Greater Seattle.

The area is bound together by certain common economic and social characteristics. It is largely rural with agriculture and forest products industries being major land uses. The middle and lower-middle classes predominate, with a larger than average number of economically and culturally deprived families included in the population.

The major cultural resources are found in the cities of Everett (pop. 50,000) to the west, and Seattle, a city with a population of approximately 600,000. Four colleges and universities are located nearby: the University of Washington, with an enrollment approaching 30,000 students; Seattle Pacific College; Seattle University; and Western Washington State College. There also exists a community college in the City of Everett.

Services were transported to each of the districts from Monroe with time loss in travel and transportation of personnel and equipment kept at a minimum.

PURPOSES AND OBJECTIVES

The intent of this project was to provide a new, comprehensive, and sophisticated program in elementary school guidance which, when fully realized, would meet the needs of pupils and teachers in nine cooperating school systems. Broadly, its functions included the following: (1) in-service teacher training which extended and enriched the teachers' understanding of such areas as individual differences, diagnostic cues, tests and measurements, influencing the child, understanding the child's life style, changing goals and behavior, discipline, cumulative records, and recording and using anecdotes; (2) counseling with groups and individuals; (3) working with parents of children who have problems and improving parent-child relationships; (4) arranging for referrals of children to other community agencies when the needs of the child are beyond what could be provided for the child in the school setting; (5) continually evaluating the program as a measure of effectiveness; and (6) disseminating information concerning the program.

The major purpose of this program was to maximize the development of each child. It was felt there was a real need for earlier identification and effective handling of the adjustment problems of children. The elementary school program was not intended to be a mere repetition of high school guidance, but considered the specific characteristics of children and recognized the role and relationships of the elementary teacher to the class.

Methodology

As stated above, the population touched by this program resided largely in Snohomish and King Counties and included seven school districts and two parochial

schools which presented a combined K-6 school population of approximately 2,264 students.

The distribution of the participants served by the program was 29 per cent rural farm and 71 per cent rural non-farm.

Listed below are the cooperating schools and their respective populations.

TABLE I
Student (K-6) Enrollment

School	Enrollment
Monroe	981
Sultan	385
Granite Falls	315
Cathcart	234
Gold Bar	92
Skykomish	74
Index	20
Monroe Christian	100
Sky Valley Academy	63

Within the nine school systems included in this proposal there were:

1. Two-hundred and fifteen families earning less than $1,000 per annum.
2. Four-hundred and twenty-three families earning between $1,000 and $1,999.
3. Four-hundred and eighty-one families earning between $2,000 and $2,999.

   This total of 1,119 families earning under $3,000 per annum is 26.1 per cent of the number of families living in the area.
4. Fifty-four people living in the area designated in the proposal have had no formal education.
5. Three-hundred and fifty-seven have had only one to four years of schooling.
6. One-thousand, one-hundred, and sixty-two have had between five and seven years.
7. Two-thousand, four-hundred, and fifty-five have under eight years of formal schooling.

The counselors were divided among the schools in such a manner as to take into account both the number of students assigned and also the geographical

location. The eventual assignments were as follows:

TABLE II
Counselor School Assignments

	Counselor	School & District	Population
No. 1	Mrs. Stanton	Frank Wagner - Monroe	510
		Sky Valley Academy (Pvt.)	63
			573
No. 2	Mr. Newgard	Central - Monroe	345
		Maltby - Monroe	126
		Gold Bar	92
		Monroe Christian (Pvt.)	100
			663
No. 3	Miss Murdock	Granite Falls	315
		Cathcart	234
			549
No. 4	Mr. Foltz	Sultan	385
		Skykomish	74
		Index	20
			479

The load assignments were arranged to take into consideration the amount of travel necessary. For example, Mr. Foltz while having the lightest counseling load also was faced with the greatest amount of travel.

The amount of time assigned to each of the schools varied as a function of its population. The assignments were as shown on Table III.

TABLE III
Counselor Time Assignments

Counselor	School	Days visited per week
No. 1	Frank Wagner	4.0
	Sky Valley Academy	.5
No. 2	Central	2.5
	Maltby	.5
	Gold Bar	1.0
	Monroe Christian	.5
No. 3	Granite Falls	2.5
	Cathcart	2.0
No. 4	Sultan	2.5
	Skykomish	.5
	Index	.5
	Startup	1.0

One half day was taken by each counselor for weekly staff meetings held at the Monroe Administration Building. During these meetings, specialists were available for case staffing and consultation. During this period, individual plans for the coming week were formulated.

ROLE AND FUNCTION OF THE ELEMENTARY COUNSELOR

There existed a common philosophical core that undergirded the entire counseling program in this cooperative. Foremost among these was the conviction that the role of the elementary counselor was not that of a junior psychotherapist, but rather a person whose major goal was that of expediting the learning process. Thus, there must exist a vital working relationship between the counselor, the administration, and the classroom teacher. The program attempted to maintain the orientation toward every child in the program. In facilitating this belief the counselors attempted to serve those students who were experiencing minor learning and/or behavioral problems as well as those whose problems were somewhat more extreme.

In working toward these ends the central role of the teacher was constantly kept in mind, and every effort was made to aid in obtaining the over-all objective of the school.

Regularly scheduled appointments were set up with all the teachers to discuss any problems they might have. While it was important that each teacher feel free to either use or not use the service, it was also important that the guidance counselor have some opportunity to develop a relationship with the teachers so that they were able to choose whether they could benefit from the service or not. The counselor had to be aware of the time each teacher was available for consultation.

It soon became apparent that a major part of the counselor's work was to fill in the gaps in the teacher's education. Since typical teacher education programs did not provide the teacher in training with skills in handling guidance problems, the guidance counselor was forced to come up with real answers to meet

the concerns of the teacher on the job. The majority of the recommendations made had to give some solution for the problem or the teacher would not continue to come to him with her problems. The counselor soon realized that he could experience success only when recommendations were mutually developed, tested, and revised as the situation warranted such action. There was continuous opportunity for the counselor to check new theories and techniques in relationship to the laboratory of the classroom.

Aside from regularly scheduled appointments with the teachers, there was a provision for other in-service contacts. These contacts were facilitated through pre-school workshops, institute days, staff bulletins, and released time for professional meetings. A variety of topics were handled in such meetings and through written materials which were of concern to the staff. Opportunities for teachers to discuss mutual problems related to guidance were scheduled. Record of these contacts are seen in Table IV.

TABLE IV - DAILY LOG SUMMARY
Results of the Activities of Four Counselors

	Item	No. 1	No. 2	No. 3	No. 4	Totals
1.	Individual clients	412	381	222	90	1105
2.	Group Guidance	86	172	62	24	344
3.	Individual Testing	114	122	96	106	438
4.	Group Testing	30	4	53	50	137
5.	Teacher	311	178	114	122	725
6.	Administrator	104	89	103	36	332
7.	Director	60	20	39	14	133
8.	School Psychologist	87	37	38	26	188
9.	Health Services	48	26	20	4	98
10.	Family	55	41	52	17	165
11.	Telephone Contacts	95	63	18	35	211
12.	Others	39	45	66	17	167
13.	Dissemination Services	64	6	4	24	98
14.	In-service Training (self)	53	36	40	26	155
15.	In-service Training (others)	16	10	30	2	58
16.	Teacher's Meetings	28	19	15	19	81
17.	Classroom Observations	79	86	10		175
	TOTALS	1681	1335	982	612	4610

The guidance counselor also aided the teacher in developing diagnostic skills through careful inspection and analysis of achievement test results. Instruments such as interest inventories, check lists, rating scales, and sociograms were used to give a better picture of each child. As the teacher became more effective in observing, she came to recognize the validity of learning principles. The counselor assisted her to see that each child needs to be understood in terms of the child's subjective view, that behavior is purposive, and that there exists a unity and pattern in the style of life for each child.

If, after thorough screening and consultation with the teacher, it was found the problem was not manageable, the counselor then accepted, for individual counseling, certain students. Most individual counseling contacts were designed to be short-term and goals were chosen by the teacher, counselor, and child which were felt would signify an acceptable change. Thus by forcing the choice of more realistic goals and providing concrete objectives upon which to focus, the percentage of counselor success was increased.

There were times when the needs of the child could not be met through the efforts of the counselor and the teacher. It then became necessary, through referral, to involve the school psychologist and/or other community guidance services with the child's problem. Through this process, it was hoped to focus all available facilities on the task of understanding the individual student; to understand him in terms of his self-concept, his environment, and his interpersonal relations, including relationships with his parents. Children who were in need of intensive, long-term counseling were referred to other agencies. The consultant assisted in making arrangements for them with other facilities.

Group counseling was another method which was used to spread the services and maximize the counselor's ability to reach more students. Some were handled directly by the guidance consultant. Some were selected who had specific problems which were similar and appeared to be best serviced through a group

approach. Short-term goals such as classroom or playground behavior and study skills were often the target goal of the group.

In order to achieve the goal of cooperative thrust where all facilities of home, school, and community were focused upon the child, groups of parents were formed wherever possible into small discussion groups led by the counselor where problems of both a general and specific nature were confronted.

During these sessions, parents were allowed to express their fear and frustrations as well as their hopes and aspirations. Through the leadership of the elementary counselor, parents' insights were developed into clearer understanding of child growth and development patterns, learning patterns, and their over-all importance to school planning. They also were helped to a better understanding of school curriculum and how it develops. The over-all result seemed to be one of greater understanding of the role of the school and a deeper appreciation of the importance of home and school cooperation.

The final function that seemed to emerge was that of a resource person, not only for the teachers, but also for the administration and the surrounding community agencies. These people soon learned to rely upon the elementary guidance people for concrete information regarding the pupil point of view. It seems that more awareness of the actual needs of the pupil became a more important variable since the inception of the program.

RESULTS AND DISCUSSION

In an effort to assess the effects of this program upon the life of the child in the various districts, a descriptive model was chosen rather than a statistical one. This was used principally because it was felt the problems inherent in the formulation of control groups, matching subjects, etc. would in some ways defeat the very purpose we set out to achieve, namely to expedite more effective learning in every child. Therefore, the results of this first year of the program will be presented in verbal and tabular form.

Due to the program's beginning on January 1, 1967, rather than the beginning of the school year which would have been September, 1966, we decided to break the year into two halves - January to June and September through December - and attempt to make some linear comparisons of the progress across these times.

A further difficulty encountered was the dropping of some of the teaching staff at the close of the school year (June, 1967) and the bringing in of new teachers unfamiliar with the program and its goals in September of 1967. This, however, allowed us to witness an interesting phenomenon, discussed below.

In the beginning each of the individuals chosen for the position of counselor was drawn from the teaching staff of the Monroe Public Schools. They were chosen with the understanding that they would each attend Eastern Washington State College during the summer session of 1966. Two - the director, Verne Fankhauser, and one counselor, Mrs. Stanton - were accepted into the N.D.E.A. Institute being held at EWSC during that summer; and the remaining three counselors, Miss Murdock, Mr. Newgard, and Mr. Foltz enrolled in the regular summer session in guidance courses.

Then these individuals were brought home and assigned to the various schools as indicated above. In-service meetings were held in each school during which time each elementary counselor was introduced to the building administrator and the teaching staff. A visiting consultant discussed with them the hopes and aspirations held for the program and outlined a variety of ways in which they might be achieved. Each counselor was then coached in the techniques of establishing his role and the program began.

It so happened that in the course of assignment, some of the counselors were serving schools in which they had previously taught. In each instance in which this happened, some immediate resistance was felt among some of the staff - most principally arising from the older teachers, but not always.

At any rate, the first major hurdle encountered was the articulation of the counselor and his contribution into the on-going stream of events where the services had before not been present. The consultant came into play here meeting with groups of teachers - explaining how the counselor could be of value to them, emphasizing the fact that the counselor was an integral part of the teaching staff, and reminding them that the development of learning was everybody's business. He also met frequently, at first, with the administrators and gave support and counsel to them. He endeavored to show them how to make the most use of the services provided.

It was noted that in the schools where the building principal and/or head teachers were somewhat hesitant, the most teacher resistance was found. However, all buildings had some "hard core" resistance. This was principally found among the older teachers and was augmented to no small degree by the unsureness of the counselors themselves. The older and more aggressive teachers picked up this unsureness on the part of the new counselors and exploited it as much as possible. Where strong support was found among administration, this effect was minimized.

With the advent of the new academic year (September, 1967), a number of new-to-the-district teachers came on the scene. These teachers almost universally utilized the services of the counselor to a larger extent than did the teachers who had been in the various districts prior to the inception of the program. However, as a function of this use, the value of the counselor became better known; and others, formerly hesitant, began some tenative advances. Thus by December there was a rather sharp increase in the teacher and administrator use of the counselors' services.

An evaluation by the principals of the counselors' services at the close of the first calendar year of service is included as follows in Table V.

TABLE V
Evaluation By Building Principals

1. Ranking of services administered by counselors.
   - A. Working with homes.
   - B. Teacher contacts.
   - C. Individual contacts.

2. Additional services desired.
   - A. Counseling chronically absent
   - B. More counselor time per school

3. Is enough counselor time provided for your building?
   - Yes 3
   - No 6

4. Do you feel this service will find its way into the permanent staffing of your district?
   - Yes 7
   - No 2
   - Why? Do not see how it could be funded at present.

5. In which of the following skills do you find your counselor most proficient?
   - A. Behavior problems.
   - B. Teacher consultation.
   - C. Parent and community contacts.

6. Recommendations of principals for additional training for their counselors.
   - A. Tests and measurements.
   - B. Work in curriculum development.

Working with homes was seen by the administrators as most important. Working with teachers was seen as next in importance. Individual pupil contact, while important, was rated third among the tasks the administrators thought were important contributions offered by their counselors.

The administrators felt that in addition to those services listed above, they would like to see the counselors work with the chronically absent. Next in importance, as revealed by the number of requests made for the service, was a desire for more time to be spent in each principal's school. Six of the principals asked for more time, while only three felt that the time allotted to their building was adequate.

The principals were asked to speculate on the continuance of the elementary guidance service in their district after the end of the funding period. Seven out of nine of those responding felt that it definitely would be included, while the remainder expressed a strong desire for it but did not know how the funding would be accomplished.

When asked to evaluate the counselors' skills, the principals felt they were most skillful in handling behavior problems. Next, they felt came their work with teachers. Working with homes was felt by the principals to be the area in which the counselors were least skillful. It would be argued, or course, that working with homes is the primary responsibility of the school social worker, which none of the schools employ. This aspect of the counselor's role has given all connected with the project some concern. It has serious implications not only for the daily work of the counselor, but also for the training institutions. How much work do we put into the training of the counselor related to handling parents, home relations, etc. With the increasing problem of trying to find enough time to crowd in the work we now require much thought will be needed in this area, especially if this turns out to be more than a local trend.

In order to solve this dilemma in our area it has been decided to include in the in-service training of the counselors some work in social psychology and family dynamics and counseling. We hope to direct this toward home-school relations rather than the more traditional aspects of family counseling as done by the social worker. The consultant will be principally responsible for this training.

Other areas that administrators felt their counselors needed help in were the areas of test interpretation ("so they can be made more meaningful in the classroom") and curriculum planning. This was investigated further, and the apparent desire was that the counselor be a consultant "also" to the curriculum people. As the principle exponent of learning theory in the school, they felt the counselor should make a contribution here.

Classroom Teachers

A survey of the opinions of the classroom teachers was made in an effort to ascertain the effect of the counselor upon their work in the school. The teachers were requested to fill out the questionnaire without putting their names on it and turn it in to the school office. The counselors were not advised of the results except in global terms. However, each counselor met with the director and went over his work in his particular schools where this information was utilized. The results of the survey were as shown in Table VI.

TABLE VI
Evaluation By Teachers

1. Ranking of services administered by counselors.
   - A. Diagnosis of learning difficulties
   - B. Aid with learning problems of individual students.
   - C. Individual counseling.
   - D. Administering group and individual tests.

2. Other services which would be of particular value.
   - A. Coordinate learning activities.
   - B. Diagnosis of achievement levels and ability.
   - C. Parent-student counseling.
   - D. Group guidance activities for entire classroom.

3. Ranking of counselor successes.
   - A. Learning problems.
   - B. Classroom behavior problems.
   - C. Problems of social interaction.
   - D. Playground behavior problems.

4. Sufficiency of counselor time allotted to building.
   - Yes 25
   - No 32

5. Would more in-service training for teachers be of benefit to staff?
   - Yes 51
   - No. 6

6. Is program beneficial?
   - Yes 57
   - No 0

When asked to rank a list of services provided by the counselor, the teachers answered as follows: (1) diagnosis of learning difficulties, (2) aid with learning problems of individual students, (3) individual counseling, and (4) administering group and individual tests. This may have been so due to the fact that the services of but one school psychologist was shared among all schools with the various counties helping occasionally with their school psychologists. Thus the counselors were often pressed into service in helping to more fully understand the child. We found that the demand for testing was more urgent when the program

first began than it was toward the latter part of the first year. This might be due in part to the teachers lack of understanding of the counselor's role or perhaps to a sudden release of the backlog of hard-core cases which had been piling up for some time without any services available at all. Probably it was a combination of both.

Obviously there is some discrepancy between teachers and administrators over the role of the counselor. A series of meetings is planned to attempt to reconcile these and to go over the results of the study with each group.

Question No. 2 asked the teachers if there were any services beyond those being offered that they felt the counselor should provide them. A large majority said "none," and what few did list suggestions asked for more individual help with specific or unique problems related to their particular room. Those asking for this were primarily new teachers.

We then asked the teachers to rate the counselors' effectiveness on four general problem areas. They felt the counselors were most effective in handling learning problems. Next in order were problems dealing with classroom behavior. In third place were problems of social interaction. Ranked last was the counselor's skill in handling problems arising on the playground. In defense, however, it must be remembered that the counselors were not on the playground nearly as much as they would have liked, principally due to the necessity of having to move from school to school. Often their work was literally stacked up for them when they arrived, and they worked steadily until time to leave for the next school. Thus it was virtually impossible to function effectively on the problem of playground behavior. They did, however, work with teachers individually on specific problems. Planned for the next year will be help for the teachers in understanding the dynamics of reinforcement techniques and group dynamics in an effort to bring aid to the teachers in this area.

It is recognized that the above problems are not mutually exclusive; and we were pleased to see the teachers so aware of the counselor's role in the problem of learning, for we feel that if learning can be expedited, many of the other behavior problems will begin to fall out or at least decrease in number.

When we considered the amount of use the teachers made of the services of the counselor, we found them reporting that when they encountered learning or behavior problems they overwhelmingly indicated that they called upon the counselor.

An interesting fact showed up when we asked teachers whether enough of the counselor's time was being allotted to their building. Most older teachers said, "yes"; and all but one of the newer teachers said, "no". This is in agreement with the counselors' own estimate wherein they felt the newer teachers were utilizing their services more effectively.

All but six of the teachers in the combined districts expressed a desire for in-service training in guidance. This service is being strongly recommended to the administration. There are definite plans under way to offer an extension course in the area of elementary guidance to all interested teachers beginning in the fall of 1968.

A majority of teachers polled listed the program as "very beneficial" and the balance described it as "somewhat beneficial" on a rating scale. There were no scores indicating teachers were opposed to the program.

A glance at Table IV, Daily Log Summary, (see page 6) indicates some interesting observations. The role and function of the members of the team seemed to differ considerably. This factor is, of course, somewhat to be expected as each counselor brings to this job his own particular personal philosophy. Then, too, each of the school systems and their teachers and administration provide a particular millieu in which the counselor must work. This demands a certain

amount of flexibility with those of the other professionals on the staff. For example, note counselor No. 2. It is obvious that this person and those with whom he worked considered individual counseling and group guidance to be the primary function of the counselor. In sharp contrast, consider counselor No. 4. Individual counseling and group guidance were ranked further down the scale of importance; and instead, the role of the counselor as a tester and consultant to teachers emerged.

One of the areas which it was hoped that elementary counselors would prove effective was in the area of family interaction. It is a well recognized fact that when the school and the home can cooperate the child responds much more rapidly to treatment. A glance at Table IV shows that the four counselors made 165 personal contacts with individual families. The use of this service increased as the school year progressed. Ninety-five of the 165 came during the last quarter of the grant year, namely, October through December.

The administrators' utilization of the services of the counselors was an interesting interaction. The four counselors met with their administrators on specific problems 332 times during the grant year. One hundred seventy-three of these contacts were made during the last three months of the grant year, namely, October through December. Thus it could be inferred that the administrators, too, were learning how to use their counseling staff. There was one counselor for whom the above did not hold. This counselor accounts for four of the nine administrators. Thus making the counselor-administrator interaction even more startling. The lack of counselor-administrator interaction on the part of Counselor No. 4 is thought to be a matter of some concern and one that is planned on being corrected during the coming year.

One of the principal sources of interaction was, as one would suspect, between the counselor and the teacher with 725 contacts being made by the four people. It was during these meetings that a great deal of informal in-service training took place. Information concerning individual difference, growth and

development, helping teachers to understand the unique problems faced by the child, and help in planning for the child's learning experience all took place here.

In terms of more formalized in-service training three of the counselors participated in 56 sessions among six schools, while counselor No. 4 held only two among three schools. It is planned to increase this aspect of the program during the coming year.

The development of lines of communication between the school and various community and county agencies was part of the assigned task of the counselors, especially during their first year. Working relationships were established with surrounding schools of special education, the diagnostic and treatment facilities at the University of Washington, the Reading Clinic at Bothell, various county welfare units, and local law and medical persons. The cooperation between these and the school has increased over 75 per cent.

The following units were also utilized:

Public Health
Department of Public Assistance
    Child Protection
    Aid to Dependent Children
    Foster Child Care
Family Counseling
Child Guidance
Arlington Public Schools (Special Education)
Intermediate District No. VIII
University of Washington Clinic VIII
Experimental Education Unit in Child Development Center,
    University of Washington

Family Interaction

Family interaction with the school is generally a problem requiring considerable skill and tact. As seen above, there is an expressed desire for this service by the principals of the various schools. During the first year of operation, the four counselors made 165 family contacts - the overwhelmingly majority of which were able to produce better school-home relationships.

By the end of the school year parents were calling the school and asking for the services of the counselor. One of our counselors fell quite low in this department and steps are being made to correct this deficiency during this next year.

Children

Another area of evaluation involved the children and their knowledge and impressions of the counselors. A random sample taken from children from all the cooperating districts indicated the results shown in Table VII.

TABLE VII
Results of Student Interviews

Questions Asked	Yes	No
1. Do you know (photograph)?	105	58
2. Do you know what he/she does?	80	75
3. Do you know where his/her office is?	75	83
4. Have you ever talked with him/her?	85	70
5. Do you know how you get to see him/her?	77	76

The administrator or his appointee is each building asked the questions as shown in Table VII. "Yes" and "No" answers were interpreted from student replies. Those answers which were indefinite were not counted as either "yes" or "no".

The majority of the 105 students who knew the counselor in their building were from the school where the counselor had been a classroom teacher. Many of the students who were able to identify their counselor were uncertain as to his role.

In general, results of the questionnaires would indicate that the counselors need to acquaint the students with themselves, their role, and how they can be

seen, should a student feel the necessity of meeting with the counselor. Plans are being formulated to include a "get acquainted" orientation program for all the students of the cooperating districts early in September.

SUMMARY

Late in the 1964-65 school year a need for counseling services in the elementary school became a vocalized need. Seven districts in the Snohomish-King County region joined together into a cooperative effort with Monroe as the serving district to provide guidance services at the elementary level.

Eastern Washington State College was chosen as the cooperating institution. Its staff members aided in planning, operation, and evaluation and research.

The staff consisted of a project director, four elementary school counselors, a school psychologist, and consultant aid from the college level to serve a K-6 student population of approximately 2,000 students. The districts ranged in size from 20 to 981. Itinerant services were available to districts on a pro-rate time schedule. Weekly staffings with consultant aid provided for review of activities, reevaluation, and the establishment of new priorities as necessary.

The program attempted to maintain orientation toward every child in the program and recognized the importance of the central role of the classroom teacher. A major part of the counselor's work involved consultation with the teacher. The counselor was forced to come up with real answers to meet the concerns of the teacher on the job. The majority of recommendations made had to give some solution for the problem or the teacher would not continue to come to him with her problems. There was also provision for in-service contacts for teachers facilitated through pre-school workshops, institute days, staff bulletins, and released time for professional meetings.

Group counseling was another method which was used to spread the services and maximize the counselor's ability to reach more students. Short term goals

such as classroom or playground behavior and study skills were often the target goal of the group. Groups of parents also became the object of the counselor's practices. These groups were formed whenever possible into small discussion groups led by the counselor where problems of both a general and specific nature were confronted. The counselor also acted as a resource person, not only for the teachers, but also for the administration and the surrounding community agencies.

The first major hurdle encountered was the articulation of the counselor and his contribution into the on-going stream of events where the services had not before been present. The consultant came into play here meeting with groups of teachers, explaining how the counselor could be of value to them, emphasizing the fact that the counselor was an integral part of the teaching staff, and reminding them that the development of learning was everybody's business.

As to measuring the program's effectiveness, results of questionnaires and/or interviews gave valuable information. Administrators, as a whole, recognized the importance of the program and hoped it would become a part of their program even after federal funding was discontinued. Classroom teachers were surveyed to ascertain their opinions in regard to the effect of the counselor upon their work in the school. All felt the program was beneficial. The majority of the teachers expressed a need for more counselor time in their buildings. A random sample of children interviewed indicated a need for clarity of the counselor's role with respect to students of the cooperating districts.